

Higher Vocational PE Teaching Innovation Based on Future Professional Demand

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Abstract: With the development of higher vocational education in the society, it has become more and more important in China's education system. In order to further promote the development of physical education in higher vocational colleges, it can lay a good foundation for the employment of students in the future. This paper takes the future occupational demand of sports talents in higher vocational colleges as the starting point for research and innovates the higher vocational sports teaching system. Through the use of the new physical education teaching mode, students can improve their professionalism and psychological literacy level. They also have a sound curriculum assessment system and a flexible teaching model, and attach importance to scenario simulation.

1. Characteristics of physical education teaching and curriculum objectives

Physical education is a very important part of our education process. Physical education can improve students' physical quality and lay a good foundation for students' study and life. Physical education in higher vocational colleges is different from other schools. On the one hand, the goal of higher vocational colleges is to cultivate applied talents, so it attaches importance to the cultivation of students' practical ability[1]. In the teaching process, it is also guided by the professional needs of students. To carry out, this makes the physical education of higher vocational colleges not only to train the basic skills of sports, but also to link sports training with the future career of students. On the other hand, physical education in higher vocational colleges attaches importance to the integration of physical education and student majors. In the process of teaching, physical education is separated from the traditional "big sports"[2]. Entity and teaching are more closely related to students' learning and life. At the same time, it also enables physical education to play a greater role in higher vocational education. This is two important characteristics of current higher vocational physical education.

The goal of running a higher vocational college is to cultivate the application-oriented talents that the society needs today, based on future work. At this point, it is very different from the current efficiency. Therefore, the goal of higher vocational physical education is different from that of traditional colleges. On the one hand, physical education in higher vocational colleges is also to improve students' physical quality and basic sports ability. To achieve the healthy development of students' physical and mental health. But on the other hand, the goal of physical education in higher vocational colleges is based on its educational goals[3]. Therefore, it also emphasizes the importance of physical education for the professional development of students. Physical education should promote the improvement of students' comprehensive professional quality, which is the support of students' future career development.

2. Status quo of higher vocational physical education

2.1. Teaching content lacks professional contact

For higher vocational colleges, we should pay attention to the cultivation of technical talents, and the goal of educating people should be consistent with the goal of higher vocational education, making it a professional school. In addition, physical education should be regarded as the key content of teaching activities in higher vocational colleges. In the aspect of physical education, we

must fully consider the professional needs of students, and help students to establish correct professional concepts. In daily teaching, students should integrate classroom content, actual situation and career. This will not only help students improve their enthusiasm for participating in activities, but also fulfill the objective requirements of lifelong sports thinking. However, as for the current high-level physical education teaching in China, it has not been well implemented in this aspect. The teaching content is the same, and the unnecessary connection with the profession has become the biggest problem. In the practice of physical education in higher vocational schools, there is a clear lack of specialized research on physical education curriculum. The long-term adoption of a unified and solid curriculum system has largely restricted the advancement of physical education. At the same time, in the process of setting up the physical education curriculum, there is a lack of obvious pertinence and lack of obvious correspondence. The professional categories of higher vocational colleges are more comprehensive. Students of different majors have different employment directions in the future. Any position requires students to have a strong body, which determines the social quality requirements for higher vocational students. However, it is obvious that higher vocational colleges have not carried out sufficient argumentation. Instead, they regard all professional students as a unified object, blindly carrying out unified lectures, and it is difficult to reflect professional characteristics.

2.2. Cannot effectively combine the concept of higher vocational sports

Higher vocational sports need to fully exert its own functions. It can integrate students' daily training with professional needs, thereby exerting their own physical education teaching advantages and writing a set that is very suitable for current higher vocational education. A new type of physical education teaching template for colleges and universities. However, the current physical education in higher vocational colleges is still at a low level, and the teaching module is still in line with the traditional mode of middle and college students[4]. It cannot be integrated with the professional concepts in higher vocational colleges, and it is even more difficult for students to adapt well.

2.3. Curriculum settings exist to imitate plagiarism and disjoint practice

In the process of setting up the physical education curriculum in higher vocational schools, the teaching content and teaching form are mostly referenced or modeled on the physical education teaching mode of ordinary colleges and universities, which directly leads to the physical education of vocational education itself and the physical education teaching in regular colleges and universities. There are big differences, and ignoring this difference directly leads to the smooth development of students' future career development. In the practice of physical education in higher vocational colleges, there is a big disconnect between theory and practice. There are relatively few physical education courses in higher vocational colleges. Teachers only use the lesson time for theoretical teaching, allowing students to use their spare time for self-training. Because of the lack of teacher guidance after school, it is often difficult for students to master scientific methods. Over time, it is easy to breed resistance to rejection.

3. Constructing the teaching goal of physical education curriculum under the premise of future professional demand

As an important project in the current core system of higher vocational education, the development of physical education teaching needs to be taken seriously, and multiple measures should be taken to comprehensively promote the promotion and promotion of physical education for students' professional quality, and comprehensively improve the professional ability and society of higher vocational students. Competitiveness. In the practice of physical education in higher vocational colleges, we should establish scientific teaching goals, do a good job in scientific goal orientation, and improve the practicality and pertinence of physical education curriculum[5].

3.1. Based on professional characteristics to enhance students' professional ability

Effective teaching objectives need to be considered as an important factor in the reform of higher vocational physical education. Higher vocational colleges should be based on the present, fully combine the characteristics of school professional settings and the future development direction of students, scientifically and accurately match the teaching objectives, and truly improve the overall level of higher vocational sports teaching. On the one hand, higher vocational colleges should strengthen the investigation of the characteristics of students in various majors, fully integrate the needs of the society for the physical literacy of the students, and differentiate the physical education curriculum. For example, the work intensity of some technical types of work is high, and the physical literacy of the practitioners is quite high. When higher vocational colleges carry out the reform teaching of physical education curriculum, it is necessary to analyze this point, clarify the teaching objectives of the professional physical education curriculum, and fully reflect the professional characteristics of the professional physical education curriculum. On the other hand, in the practice of physical education in higher vocational colleges, the determination of teaching objectives should also focus on the improvement and optimization of students' professional ability. Higher vocational colleges should comprehensively analyze the direction of professional development, conscientiously investigate the characteristics of occupational diseases in different professions, guide students to develop good habits of scientific exercise, and respond to various occupational risks with better physical qualities.

3.2. Improve professional physical fitness and cultivate lifelong sports awareness

Higher vocational colleges have their own characteristics.[6] Therefore, when carrying out targeted teaching reforms, we should take the lead in optimizing teaching objectives and reasonably determining teaching objectives so as to deeply guide the practice of physical education. On the one hand, in the practice of physical education in higher vocational colleges, teachers should focus on improving the professional fitness of students. In particular, in the arrangement of physical education content, it is necessary to highlight the actual needs of students to actually work in the future, so that students can adapt to their job needs as soon as possible. As the organizer of physical education, teachers should change the traditional teaching mode, actively use the novel teaching mode, and effectively optimize the professional fitness of students. At the same time, focusing on the professional psychology of students, carry out targeted physical education teaching. For example, working at heights may require very strong psychological literacy, and students also need to have physical fitness against high blood pressure and lack of oxygen. In the construction of targeted physical education, teachers need to fully consider different situations and different teaching and education modes. At the same time, they should also improve the students' awareness of lifelong physical exercise, and use this to determine the goal of teaching.

4. Instructional design of vocational PE curriculum based on professional needs

Scientific vocational pedagogy must meet the professional attributes and characteristics of students and must meet the needs of students' professional ability and professional growth. Based on this, in the teaching practice of higher vocational physical education curriculum, the modular teaching system should be actively explored. The so-called modular teaching is to develop a basic course teaching module suitable for teaching organization and management based on the basic skills required by a certain professional expected position. This scientific teaching system generally includes the following aspects:

4.1. Professional teaching module design

The so-called module teaching is to design a teaching module that integrates student development and professional needs according to the needs of students' occupations. Under this teaching module, a reasonable systematic teaching course is planned, so that students can complete professional related courses. When planning physical education teaching in higher vocational

colleges, we must strictly follow the teaching requirements in the teaching module, and regard the cultivation of students' professional ability as the fundamental starting point, focusing on the teaching subject content, physical education curriculum module and physical quality module. The four parts of the sports project module are regarded as the focus of work and complete the construction of the teaching system[7].

In general, physical education and main courses need to cover all aspects of health assessment, modern lifestyle, and sports. In terms of physical fitness, students should develop a unified development of endurance, exercise, speed, and flexibility, and help each student to have a good psychological quality and an extremely fast social adaptability. In addition, the construction of professional ability can be divided into several parts, each part of which establishes a separate teaching part, reasonable arrangement of teaching time, comprehensive integration of various contents, and the construction of a professional and professional Physical education module. And in the physical education module, all kinds of non-intellectual factors need to be considered and cultivated. This will not only promote the effective development of higher vocational physical education, but also enable students to further develop.

4.2. The comprehensive design of the teaching module

In the physical education curriculum of colleges and universities, only by taking the needs of the society as the most fundamental goal, and cultivating a group of students who can adapt quickly to the society and have strong professional skills, they can meet the scientific and technological talents needed by the national frontline.[8]. In addition, there is also the need for higher vocational sports teaching to fully take into account social factors and the fitness characteristics of students. It is necessary to pay attention to the cultivation of students' professional ability. At the same time, students should also improve their overall quality. The comprehensive teaching system includes the following aspects:

First, basic theoretical teaching. This theoretical content of teaching content must first include the sports professional theory, followed by some occupational health, vocational ability training and other aspects, such as occupational disease prevention for the corresponding vocational education. Through this systematic theoretical teaching, students can effectively optimize their theoretical literacy and guide students to actively carry out sports training.

Second, the teaching of sports skills. This kind of teaching content focuses on the improvement of students' practical ability of sports. On the basis of interest-oriented, combined with the physical literacy of students, the design of differentiated physical education teaching content is arranged.

Third, the vocational ability training module. This kind of module combines professional literacy with professional physical ability, competitiveness, psychological quality and professional literacy[9], which can better reflect the teaching goal of "service professional and enhance literacy" in higher vocational sports. Under the modular construction framework of higher vocational physical education, it is necessary to reflect the profession itself, and at the same time, it should also fully grasp the differences in students' physical literacy, and improve the practicality, extensibility and professionalism of physical education itself.

4.3. Practical content of teaching content

The most important thing in the selection of physical education content in higher vocational colleges is to start with the training goal as the starting point, and choose the system teaching template and content according to the students' professional spit, physical quality and professional needs, so that physical education can really play it out. Original value. Choice is the biggest step associated with the student's professional and professional characteristics. It is the most suitable sports program that can adapt to the professional needs of students. Only by adopting this method can college physical education be consistent with the professional development of students. In addition, the higher vocational sports curriculum should also provide adequate protection for students' future work safety. This requires a greater awareness of the self-protection of students in the daily training process. Because in many of the current work, there will be inadvertent occurrence of points or due to long-term work leading to physical discomfort. Therefore, in the

reform of higher vocational physical education curriculum, not only must students fully consider the professional needs of students, but also should adjust the teaching content to prevent students from being harmed by occupational diseases after work. First of all, we must understand the student's curriculum objectives, and secondly, analyze the student's professional requirements for physical fitness. Once again, we must develop a special training exercise for this physical quality. Through this exercise, students' physical fitness will be improved[10]. For example, for students in the culinary profession, for the future work time is long, the intensity is large, and the muscles of the waist and the leg and arm parts are relatively high. Therefore, we should strengthen the targeted training for this part in physical education, which can be carried out through sports such as badminton and table tennis.

4.4. Regular professional simulation test training

The physical education curriculum in higher vocational colleges should not be limited to the theoretical knowledge of the professor. The most important thing is to let the students experience the real experience in the quasi-professional simulation environment, so that students can understand their own shortcomings. When the school changes the teaching curriculum in time. Therefore, the school should cooperate with the company in the society as much as possible, so that students can internship in the post, so that students can understand the real needs of the profession.

5. Conclusion

In order to meet the demand for physical quality of vocational education, and to improve the quality of physical education, teachers should clearly establish scientific teaching objectives, and actively use modular teaching, through the organic combination of theoretical content and practical content, through sports content. The combination of professionalism and job requirements ensures the employability of students and the competencies of supporting them.

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